June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results,* adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 4

Test Date: March 2008
Code: 10121166
SAU: Bar Harbor School Department
School: Conners-Emerson School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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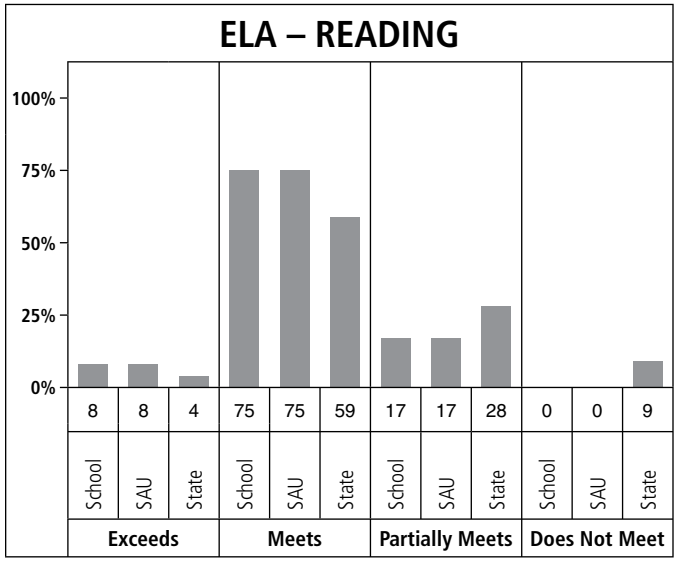
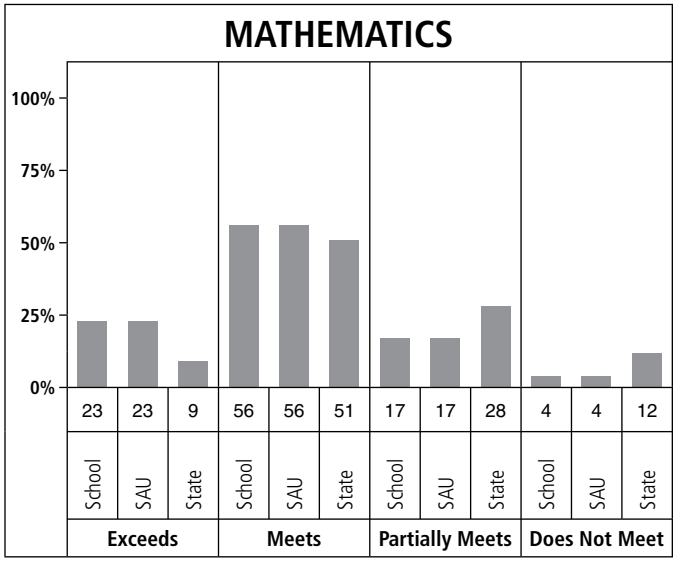
SUMMARY OF SCORES

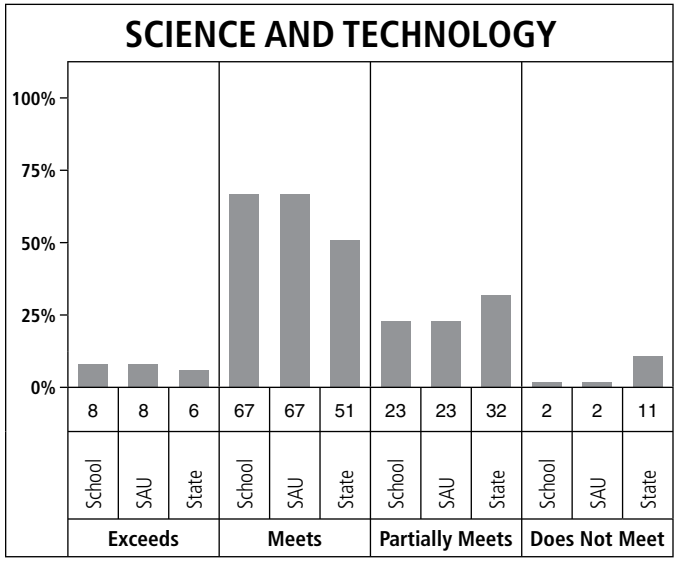
Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

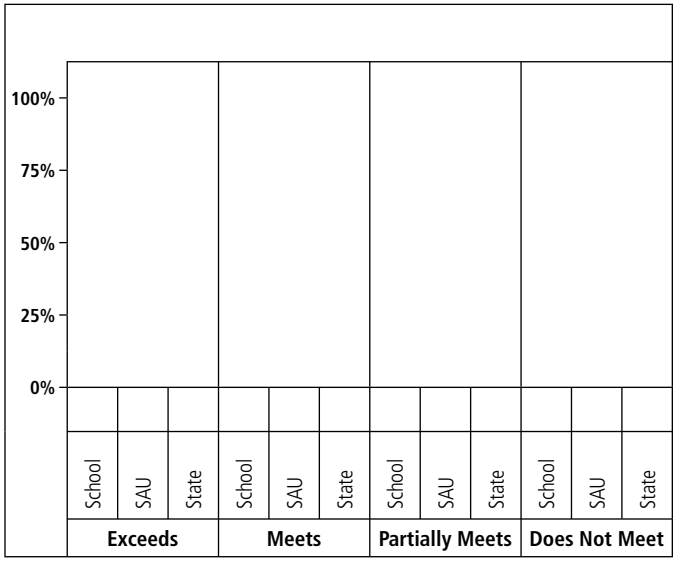
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	451	451	444
2006–2007	451	451	445
2007–2008	**451**	**451**	**445**
Cum. Avg.*	451	451	445
Mathematics			
2005–2006	448	448	444
2006–2007	449	449	445
2007–2008	**453**	**453**	**445**
Cum. Avg.*	450	450	445
Science & Technology			
2005–2006	451	451	444
2006–2007	449	449	444
2007–2008	**450**	**450**	**444**
Cum. Avg.*	450	450	444









*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

MEA
Maine Educational Assessment

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	53	100	53	100	14207	100	52	98	52	98	14181	100	52	98	52	98	14123	100	52	98	52	98	14115	99						
Ethnicity African American/Black	1	2	1	2	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	3	6	3	6	263	2	3	100	3	100	259	98	3	100	3	100	262	100	3	100	3	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	49	92	49	92	13282	93	48	98	48	98	13264	100	48	98	48	98	13205	100	48	98	48	98	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	5	9	5	9	2524	18	5	100	5	100	2514	100	5	100	5	100	2498	99	5	100	5	100	2494	99						
Current LEP	2	4	2	4	385	3	2	100	2	100	377	98	2	100	2	100	383	99	2	100	2	100	380	99						
Economically disadvantaged	8	15	8	15	5587	39	7	88	7	88	5569	100	7	88	7	88	5538	99	7	88	7	88	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	47	89	47	89	10755	76	47	89	47	89	10730	76	47	89	47	89	10776	76						
Identified disability (PET/IEP)	0	0	0	0	375	3	0	0	0	0	374	3	0	0	0	0	384	4						
LEP	2	4	2	4	148	1	2	4	2	4	148	1	2	4	2	4	150	1						
504 plan	1	2	1	2	114	1	1	2	1	2	114	1	1	2	1	2	115	1						
Participation with accommodations	5	9	5	9	3298	23	5	9	5	9	3267	23	5	9	5	9	3215	23						
Identified disability (PET/IEP)	5	100	5	100	2013	61	5	100	5	100	1998	61	5	100	5	100	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	0	0	1046	32	0	0	0	0	1023	31	0	0	0	0	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	1	2	1	2	11	0	1	2	1	2	68	0	1	2	1	2	80	1						

1 Percents are the percentage of students enrolled in each participation category.
2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	**March 2008**
Grade:	**4**
SAU:	**Bar Harbor School Department**
School:	**Conners-Emerson School**

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	5	11	5	11	601	4
	2006-2007	3	7	3	7	507	4
	2007-2008	**4**	**8**	**4**	**8**	**559**	**4**
	Cum. Total*	12	8	12	8	1667	4
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	32	68	32	68	7910	57
	2006-2007	36	82	36	82	8749	63
	2007-2008	**39**	**75**	**39**	**75**	**8308**	**59**
	Cum. Total*	107	75	107	75	24967	60
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	10	21	10	21	3970	29
	2006-2007	4	9	4	9	3467	25
	2007-2008	**9**	**17**	**9**	**17**	**3922**	**28**
	Cum. Total*	23	16	23	16	11359	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	0	0	0	0	1421	10
	2006-2007	1	2	1	2	1165	8
	2007-2008	**0**	**0**	**0**	**0**	**1264**	**9**
	Cum. Total*	1	1	1	1	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	34.2	71.3	34.2	71.3	29.7	61.9
Literary Text	**24**	**50**	17.5	72.9	17.5	72.9	15.5	64.6
Informational Text	**24**	**50**	16.7	69.6	16.7	69.6	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA–READING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	4	8	39	75	9	17	0	0	451	52	8	75	17	0	451	14053	4	59	28	9	445
Ethnicity																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	3										3						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	48	3	6	38	79	7	15	0	0	450	48	6	79	15	0	450	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	5	0	0	3	60	2	40	0	0	442	5	0	60	40	0	442	2388	0	29	44	26	437
No	47	4	9	36	77	7	15	0	0	451	47	9	77	15	0	451	11665	5	65	25	6	446
Current LEP																						
Yes	2										2						373	1	32	35	32	436
No	50	3	6	39	78	8	16	0	0	450	50	6	78	16	0	450	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	7	0	0	4	57	3	43	0	0	442	7	0	57	43	0	442	5502	1	47	37	14	441
No	45	4	9	35	78	6	13	0	0	452	45	9	78	13	0	452	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	52	4	8	39	75	9	17	0	0	451	52	8	75	17	0	451	14048	4	59	28	9	445
Gender																						
Female	26	2	8	19	73	5	19	0	0	452	26	8	73	19	0	452	6959	5	61	26	8	446
Male	26	2	8	20	77	4	15	0	0	449	26	8	77	15	0	449	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	3										3						1890	0	37	46	17	439
No	49	4	8	36	73	9	18	0	0	451	49	8	73	18	0	451	12163	5	63	25	8	446
Gifted/talented program																						
Yes	2										2						266	21	74	4	0	456
No	50	2	4	39	78	9	18	0	0	450	50	4	78	18	0	450	13787	4	59	28	9	445

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	5	1	42	36	21	440
B. less than one hour	85	4	9	31	70	9	20	0	0	450	85	9	70	20	0	450	74	4	62	27	7	445
C. one to two hours	12	0	0	6	100	0	0	0	0	453	12	0	100	0	0	453	18	5	59	29	7	446
D. more than two hours	2	0	0	1	100	0	0	0	0	458	2	0	100	0	0	458	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	29	2	13	12	80	1	7	0	0	454	29	13	80	7	0	454	30	6	63	24	7	446
B. They match some of what I have learned.	63	2	6	25	76	6	18	0	0	449	63	6	76	18	0	449	52	4	63	27	6	446
C. They match just a little of what I have learned.	6	0	0	2	67	1	33	0	0	450	6	0	67	33	0	450	12	2	46	37	15	441
D. There is no match.	2	0	0	0	0	1	100	0	0	438	2	0	0	100	0	438	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	3	13	17	71	4	17	0	0	451	46	13	71	17	0	451	35	7	66	20	6	448
B. good	40	1	5	16	76	4	19	0	0	450	40	5	76	19	0	450	51	3	60	29	7	445
C. fair	12	0	0	5	83	1	17	0	0	448	12	0	83	17	0	448	12	1	44	40	16	440
D. poor	2	0	0	1	100	0	0	0	0	460	2	0	100	0	0	460	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	19	0	0	7	70	3	30	0	0	449	19	0	70	30	0	449	19	2	46	34	17	442
B. about the same as my regular schoolwork	69	4	11	28	78	4	11	0	0	452	69	11	78	11	0	452	62	5	64	26	5	446
C. easier than my regular schoolwork	12	0	0	4	67	2	33	0	0	446	12	0	67	33	0	446	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	6	0	0	1	33	2	67	0	0	447	6	0	33	67	0	447	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	41	2	10	14	70	4	20	0	0	450	41	10	70	20	0	450	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	53	2	8	21	81	3	12	0	0	452	53	8	81	12	0	452	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	13	2	29	5	71	0	0	0	0	457	13	29	71	0	0	457	18	7	64	22	7	447
B. 20 minutes to an hour	71	2	5	27	73	8	22	0	0	450	71	5	73	22	0	450	55	4	64	26	6	446
C. less than 20 minutes	13	0	0	6	86	1	14	0	0	450	13	0	86	14	0	450	14	2	53	33	12	443
D. I rarely read at home.	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	0										0						23	3	50	34	13	442
B. six to ten pages	25	1	8	9	69	3	23	0	0	452	25	8	69	23	0	452	25	3	60	29	8	444
C. eleven or more pages	75	3	8	30	77	6	15	0	0	450	75	8	77	15	0	450	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	446	100	0	100	0	0	446						
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	6	13	6	13	1294	9
	2006-2007	5	11	5	11	1054	8
	2007-2008	**12**	**23**	**12**	**23**	**1321**	**9**
	Cum. Total*	23	16	23	16	3669	9
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 441–460)	2005-2006	29	62	29	62	7000	50
	2006-2007	26	59	26	59	7394	53
	2007-2008	**29**	**56**	**29**	**56**	**7079**	**51**
	Cum. Total*	84	59	84	59	21473	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	10	21	10	21	3784	27
	2006-2007	11	25	11	25	3729	27
	2007-2008	**9**	**17**	**9**	**17**	**3955**	**28**
	Cum. Total*	30	21	30	21	11468	27
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	2	4	2	4	1894	14
	2006-2007	2	5	2	5	1735	12
	2007-2008	**2**	**4**	**2**	**4**	**1642**	**12**
	Cum. Total*	6	4	6	4	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	10.9	72.7	10.9	72.7	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	10.5	75.0	10.5	75.0	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	3.8	76.0	3.8	76.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	10.9	77.9	10.9	77.9	9.7	69.3

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns
- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	12	23	29	56	9	17	2	4	453	52	23	56	17	4	453	13997	9	51	28	12	445
Ethnicity																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	3										3						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	48	10	21	27	56	9	19	2	4	453	48	21	56	19	4	453	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	5	0	0	2	40	3	60	0	0	439	5	0	40	60	0	439	2372	3	31	36	30	436
No	47	12	26	27	57	6	13	2	4	455	47	26	57	13	4	455	11625	11	54	27	8	447
Current LEP																						
Yes	2										2						381	4	33	28	35	435
No	50	11	22	28	56	9	18	2	4	453	50	22	56	18	4	453	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	7	0	0	6	86	1	14	0	0	444	7	0	86	14	0	444	5472	5	41	35	19	440
No	45	12	27	23	51	8	18	2	4	455	45	27	51	18	4	455	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	52	12	23	29	56	9	17	2	4	453	52	23	56	17	4	453	13992	9	51	28	12	445
Gender																						
Female	26	7	27	11	42	6	23	2	8	452	26	27	42	23	8	452	6933	9	50	29	12	445
Male	26	5	19	18	69	3	12	0	0	455	26	19	69	12	0	455	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	3										3						1890	2	34	41	23	438
No	49	12	24	27	55	8	16	2	4	454	49	24	55	16	4	454	12107	11	53	26	10	446
Gifted/talented program																						
Yes	2										2						266	45	49	5	0	461
No	50	10	20	29	58	9	18	2	4	453	50	20	58	18	4	453	13731	9	51	29	12	445

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	5	6	34	33	27	438
B. less than one hour	85	10	23	24	55	8	18	2	5	453	85	23	55	18	5	453	74	10	52	28	10	446
C. one to two hours	12	2	33	3	50	1	17	0	0	460	12	33	50	17	0	460	18	10	52	28	10	446
D. more than two hours	2	0	0	1	100	0	0	0	0	460	2	0	100	0	0	460	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	6	26	13	57	4	17	0	0	456	44	26	57	17	0	456	38	13	56	23	8	448
B. They match some of what I have learned.	52	5	19	16	59	5	19	1	4	452	52	19	59	19	4	452	48	8	52	29	10	445
C. They match just a little of what I have learned.	2	0	0	0	0	0	0	1	100	428	2	0	0	0	100	428	10	4	35	39	22	439
D. There is no match.	2	1	100	0	0	0	0	0	0	466	2	100	0	0	0	466	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	4	31	5	38	4	31	0	0	453	25	31	38	31	0	453	35	16	55	20	8	449
B. good	63	8	24	22	67	2	6	1	3	456	63	24	67	6	3	456	48	7	52	31	11	445
C. fair	12	0	0	2	33	3	50	1	17	439	12	0	33	50	17	439	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	1	20	3	60	0	0	1	20	453	10	20	60	0	20	453	15	4	38	33	25	439
B. about the same as my regular schoolwork	75	9	23	23	59	6	15	1	3	454	75	23	59	15	3	454	64	10	54	28	9	446
C. easier than my regular schoolwork	15	2	25	3	38	3	38	0	0	450	15	25	38	38	0	450	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	29	1	7	10	67	2	13	2	13	449	29	7	67	13	13	449	23	8	47	29	16	443
B. two or three days a week	35	9	50	5	28	4	22	0	0	457	35	50	28	22	0	457	36	11	54	27	9	447
C. two or three times each month	29	1	7	11	73	3	20	0	0	453	29	7	73	20	0	453	25	10	53	27	10	446
D. never or almost never	8	1	25	3	75	0	0	0	0	456	8	25	75	0	0	456	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	5	3	30	33	33	436
B. two or three days a week	15	1	13	5	63	1	13	1	13	451	15	13	63	13	13	451	19	8	50	30	12	445
C. two or three times each month	58	9	30	15	50	6	20	0	0	455	58	30	50	20	0	455	38	11	55	26	8	447
D. never or almost never	25	2	15	8	62	2	15	1	8	452	25	15	62	15	8	452	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	1	100	0	0	438	2	0	0	100	0	438	8	3	33	38	25	438
B. 30–45 minutes	12	1	17	2	33	1	17	2	33	447	12	17	33	17	33	447	27	6	48	33	13	443
C. 45–60 minutes	83	11	26	26	60	6	14	0	0	455	83	26	60	14	0	455	38	11	54	26	9	447
D. more than 60 minutes	4	0	0	1	50	1	50	0	0	445	4	0	50	50	0	445	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	440	100	0	0	100	0	440						
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	7	15	7	15	751	5
	2006-2007	5	12	5	12	963	7
	2007-2008	**4**	**8**	**4**	**8**	**882**	**6**
	Cum. Total*	16	11	16	11	2596	6
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	33	70	33	70	7251	52
	2006-2007	24	56	24	56	6824	49
	2007-2008	**35**	**67**	**35**	**67**	**7130**	**51**
	Cum. Total*	92	65	92	65	21205	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	7	15	7	15	4514	32
	2006-2007	11	26	11	26	4382	32
	2007-2008	**12**	**23**	**12**	**23**	**4433**	**32**
	Cum. Total*	30	21	30	21	13329	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	0	0	0	0	1458	10
	2006-2007	3	7	3	7	1735	12
	2007-2008	**1**	**2**	**1**	**2**	**1546**	**11**
	Cum. Total*	4	3	4	3	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	**12**	**25**	9.0	75.0	9.0	75.0	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	7.6	63.3	7.6	63.3	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	8.2	68.3	8.2	68.3	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	9.0	75.0	9.0	75.0	7.6	63.3

Cluster 1: Life Sciences
- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences
- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences
- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science
- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

SCIENCE AND TECHNOLOGY RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	4	8	35	67	12	23	1	2	450	52	8	67	23	2	450	13991	6	51	32	11	444
Ethnicity																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	3										3						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	48	4	8	32	67	11	23	1	2	450	48	8	67	23	2	450	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	5	0	0	2	40	3	60	0	0	439	5	0	40	60	0	439	2370	2	32	41	25	437
No	47	4	9	33	70	9	19	1	2	451	47	9	70	19	2	451	11621	7	55	30	8	445
Current LEP																						
Yes	2										2						379	1	25	35	39	433
No	50	4	8	34	68	11	22	1	2	450	50	8	68	22	2	450	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	7	0	0	3	43	4	57	0	0	441	7	0	43	57	0	441	5470	3	41	39	18	440
No	45	4	9	32	71	8	18	1	2	451	45	9	71	18	2	451	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	52	4	8	35	67	12	23	1	2	450	52	8	67	23	2	450	13986	6	51	32	11	444
Gender																						
Female	26	1	4	16	62	8	31	1	4	448	26	4	62	31	4	448	6929	6	49	33	12	443
Male	26	3	12	19	73	4	15	0	0	451	26	12	73	15	0	451	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	3										3						1888	1	32	44	23	437
No	49	4	8	34	69	10	20	1	2	451	49	8	69	20	2	451	12103	7	54	30	9	445
Gifted/talented program																						
Yes	2										2						266	30	65	5	1	457
No	50	3	6	34	68	12	24	1	2	449	50	6	68	24	2	449	13725	6	51	32	11	444

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

SCIENCE AND TECHNOLOGY RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Bar Harbor School Department
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	442	2	0	100	0	0	442	5	4	37	36	22	439
B. less than one hour	85	3	7	28	64	12	27	1	2	449	85	7	64	27	2	449	74	6	53	31	10	444
C. one to two hours	12	1	17	5	83	0	0	0	0	457	12	17	83	0	0	457	18	7	52	32	8	445
D. more than two hours	2	0	0	1	100	0	0	0	0	452	2	0	100	0	0	452	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	21	0	0	7	64	4	36	0	0	447	21	0	64	36	0	447	24	9	53	28	10	446
B. They match some of what I have learned.	62	4	13	22	69	6	19	0	0	451	62	13	69	19	0	451	49	6	54	31	9	445
C. They match just a little of what I have learned.	17	0	0	6	67	2	22	1	11	447	17	0	67	22	11	447	21	4	47	36	13	442
D. There is no match.	0										0						6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	21	1	9	8	73	2	18	0	0	453	21	9	73	18	0	453	25	9	53	27	10	446
B. good	60	3	10	21	68	6	19	1	3	451	60	10	68	19	3	451	54	6	55	30	9	445
C. fair	17	0	0	6	67	3	33	0	0	445	17	0	67	33	0	445	19	3	43	40	15	441
D. poor	2	0	0	0	0	1	100	0	0	440	2	0	0	100	0	440	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	17	1	11	5	56	2	22	1	11	447	17	11	56	22	11	447	22	5	45	35	15	442
B. about the same as my regular schoolwork	69	3	8	24	67	9	25	0	0	451	69	8	67	25	0	451	62	7	53	31	9	445
C. easier than my regular schoolwork	13	0	0	6	86	1	14	0	0	449	13	0	86	14	0	449	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	4	0	0	2	100	0	0	0	0	451	4	0	100	0	0	451	24	7	48	33	12	444
B. a few times a week	88	4	9	30	65	11	24	1	2	450	88	9	65	24	2	450	53	7	54	31	9	445
C. once a week	4	0	0	1	50	1	50	0	0	448	4	0	50	50	0	448	9	6	46	33	15	442
D. a few times a month	4	0	0	2	100	0	0	0	0	453	4	0	100	0	0	453	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	4	0	0	2	100	0	0	0	0	447	4	0	100	0	0	447	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	29	1	7	10	67	4	27	0	0	450	29	7	67	27	0	450	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	44	1	4	15	65	7	30	0	0	448	44	4	65	30	0	448	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	23	2	17	8	67	1	8	1	8	454	23	17	67	8	8	454	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	436	100	0	0	100	0	436						
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number